

# THE SIERRA EDUCATIONAL NEWS

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## *We Have Been Deplorably Delinquent*

*We have just awakened to the fact that the education of the American child has fallen below the standard necessary for the protection of our future. We have to face the fact that our school teachers are underpaid; that in physical training, in the teaching of American civil government and American history, in the principles of Americanism and of Americanization we have been deplorably delinquent. But nowhere is there more cause for alarm than in the fact that the rural-school term is far too short and that four-fifths of the rural schools are one-teacher schools, resulting in hasty and careless teaching, and that the opportunity for country boys and girls to have high-school education is all too slight. \* \* \* We owe it to the childhood of the Nation and the childhood of the agricultural districts of our land to place at its disposal the utmost in educational facilities.*

WARREN G. HARDING,  
*President-elect.*





# EDITORIAL



THAT there is "nothing new under the sun" is hardly a truism, whether application be made to the fields of science, or commerce, or manufacture, or education. Change, development, progress in any field

of human activity,

## ARBITRATION

is likely to effect in

## THROUGH FORCE

some degree other phases of our common life. The advances in education are

so swift as to well nigh bewilder those who are on the alert to catch any new note. But the mass of the public, engrossed in their own individual interests, to say nothing of the generality of the teaching profession, scarcely realize the tremendous onward strides education is making. With it all, it is laughable, although pathetic, that now and again some long-time tried method, or device, should be heralded abroad as a new discovery. It not infrequently happens even that one of our leaders, known as an expert and authority, will give utterance to some principle or doctrine, as though he were the originator of a philosophic truth, when such doctrine has been known and practiced for years.

We have an interesting case in point. In a recent edition of a Chicago daily we note the following:

School room disputes among the boys at the Webster School where children of twenty-two nationalities attend classes, are not settled by the arbitrary fiat of the teacher. Instead, the principal, Miss Alice M. Hogge, believes in letting the boys decide their grievances with their fists. It was learned today, and in the latest quarrel she acted as second to both combatants and as referee.

It was a fight to the finish in the school basement between Salvatore Sortino and Abe Solon, both aged 12. Time was called several times to enable the combatants to rest and rinse out their mouths, and after fifteen minutes Salvatore had an unquestioned decision.

"Letting the boys fight out their troubles is the best way in a school such as the Webster," said Miss Hogge. "Of course, the fights must be fair.

"I never permit any serious injuries. A black eye or two, such as Abe got, is usually the limit. Abe was inclined to be a bully and got just what he needed. They will be friends now and we will have no more trouble from them."

Superintendent Mortensen declared he was in favor of Miss Hogge's method, saying it is the most successful ever tried in that school.

Perhaps, after all, space in the public press may well be devoted to such a statement as the one above. It might be well for more teachers to realize the efficacy of Miss Hogge's plan, when applied to certain extreme cases. Teachers there have been throughout the years who have known and practiced this method. Any student of education is well aware of the treatment given this type of discipline by many a writer on pedagogy. To advise, however, the general application of the fist-to-nose plan of settling personal differences on the school grounds would be to disrupt the school. Special cases may be so handled. And not every teacher is adapted to act as "second" in such combats. Good pedagogy dictates that no general principle be deduced from this Chicago episode.

IT is frequently pointed out that the teacher is not accorded a dignified place in society. He is a respectable servant. Municipal committees of entertainment for some national celebrity, seldom number in their membership a

## THE TEACHER HONORED

representative of the schools. The teaching profession is not

called upon to name a delegate to sit in a conference where are to be discussed matters pertaining to the commercial or industrial betterment of the locality. Seldom does a headline in a paper carry information of some new discovery or method in the field of elementary or secondary education.

That the tide is turning there can be no question. That members of the teaching profession have not had adequate public recognition is less the fault of the public than of the teachers themselves. Too long the teacher has assumed his place to be in the school room only. All too deliberately the teacher is awakening to the fact that he will be accepted by the public, to count one, as does every other man or woman count one, just as soon as he insists he is "of the world," not simply "in it." When teachers take their place in the world of men and things, in full realization that to be thoroughly professional and truly progressive in education means full participation in the social and political and civic and commercial life about them, they will find no barriers between the world and themselves.

The truly great teachers are, indeed, receiving recognition, along with writers and statesmen and scientists and men of affairs. Only the other day a half dozen famous men and women were accorded places in the Hall of Fame at the New York University. There was Mark Twain, whose "Tom Sawyer" and "Huckleberry Finn" and a hundred other light-hearted tales have endeared him to readers in every country under the sun; there was James Buchanan Eades, whose engineering feats have enriched commerce and transportation; there was Patrick Henry, patriot, orator and statesman; there was William Thomas Green Morton, famous physician; there was Roger Williams, preacher, humanitarian and founder of the State of Rhode Island; and there was Alice Freeman Palmer, a teacher.

If there is today any man or woman who is ignorant of the life and work of Alice Freeman Palmer, the error should be corrected. The electors of the Hall of Fame honored themselves by honoring Alice Freeman Palmer. Her work for Massachusetts, for America, for the world, will

loom large as the years go by. As a teacher she has had few equals and perhaps no superiors. No course in the History of Education is complete without reference to her work. That a woman and a teacher has been accorded place in the Hall of Fame is only another guarantee that the profession of teaching is solidly foundationed in the hearts of the American public.

**T**HAT Governor Calvin Coolidge of the great Commonwealth of Massachusetts is a man of ideas and ideals there can be no doubt. The next Vice-President of the United States is a friend of education, and not afraid to

**CALVIN COOLIDGE** voice his convictions, those who talk with him cannot fail to realize.

We had the pleasure of meeting him recently in the State House in Boston. He is kindly, open minded, optimistic, with a vision and an outlook and an eagerness for service to his fellows. Withal he is fearless and not to be moved from his purpose by ulterior motive of personal ambition or financial gain. Governor Coolidge is calm in manner and quiet in utterance, but there is a reserve strength and a will to accomplish, so frequently lacking and so much needed in those who are called to direct large public affairs.

Mr. Coolidge impresses his hearers as one who weighs his words well. As he spoke of the profession of teaching, the extreme need for more adequate salaries, the significance of the school, one statement especially impressed me. "Teaching is an important work," said Mr. Coolidge. There was here just a shade of hesitation, and then with a lowering of the voice, but with a positiveness more incisive than the words themselves, he continued: "Perhaps the *only* important work." Governor Coolidge has been instrumental in securing increase in teachers' salaries in Massachusetts. He was pleased that the average salary had



been raised considerably, but showed his sense of humor by saying that it is "not always safe to go on averages," as some may suffer. "For," he said, "should what wealth I myself possess be placed with that of a Wall Street magnate, I would average up pretty well."

Governor Coolidge struck at the very root of progress in education when he insisted that we could best "stimulate interest in education by getting the public to make a larger investment in it." As long as the school people alone assume responsibility for the schools, the public will not invest. The moment a man makes a financial investment in an enterprise, his interest in that enterprise is assured. It is with the public as with the individual. The public should invest and invest more freely. Education is to cost more, not less, than formerly. The time has passed to apologize for education or for the profession of teaching. We think very little of that which is free. It is not a question of cost so much as it is the return upon the investment.

These reflections are forced upon us from contact with Governor Coolidge. If, as the Vice-President of this American people, he does not help to magnify education we shall be disappointed in the man and wrong in our estimates.

THE sayings of the great are not necessarily philosophic or entirely true. We listened recently to the editor of one of the leading newspapers of the Nation. His opening statement was: "Knowledge is Power." Again and

**KNOWLEDGE** again he returned to **VS. POWER** this, to him, fundamental, that knowledge

is power. No greater fallacy was ever voiced. Knowledge *per se* is not power. As we have taken occasion to say more than once: *Knowledge is power only when knowledge is transformed into terms of*

*power-producing energy.* Knowledge, to be of power, must be applied; it must be used to some desirable purpose. Some of the least valuable men of this and of every century, are those who had at their command vast funds of knowledge, but who were utterly unable to weigh and estimate values, to apply facts or to vision the results from a given course of conduct. The Universities, with all their splendid contribution and acknowledged advance, are more responsible than are any other agency for the unwholesome doctrine that "Knowledge is Power."

EVERYWHERE we find the opinion expressed that the schools must no longer be used as the channels, for what we familiarly term, propaganda. That the schools have been the medium for all sorts

of propaganda there can be no **PROPAGANDA** doubt. This has **THAT EDUCATES** come about naturally

enough, when any new demand has been made on society or by society, the cry has at once gone up, "let the school do it." If moral and character training was to be demanded of our youth, then the school must lay the foundation. If health and recreation and physical education and the principles of sanitation were to be given attention, the school must of course undertake to be responsible. Patriotism and thrift and humane education and ideals of service must become a part of the daily life of the individual,—then, say the public, let the school teach these things. And the teachers of America have not only taken over these duties, but have declared that the school is the only institution that can properly handle them. More and more, therefore, has been demanded of the school. No wonder the charge of superficiality has been laid at the doors of most educational institutions.

All of this, however, is not offered as

proof that the schools should have shirked their duty. It is used as illustration of the cause for constantly calling upon the schools to be both breeding ground and buffer for all sorts of fads and fancies, as well as for numerous plans and schemes entirely meritorious. Perhaps it is this very willingness on the part of the school that has saved it from dry rot. This tendency to take over and mobilize activities, that to the academicians, are considered as entirely beneath the dignity of the school, has kept the breath of reality in the school. The schools did much to help prosecute the war. The war, in turn, did much for the schools. It showed to those who had eyes to see, that our moral and intellectual salvation does not depend upon absorbing certain cut and dried sections of abstract knowledge. Boys and girls were relieved for days at a time from recitations in arithmetic and grammar and the dry bones of history. They worked in fields and gardens; they sewed and patched; they used tools at the bench; they canned fruits and vegetables; they applied their arithmetic and grammar and history, and in the end knew more of these subjects and knew them better than they did before. The war activities as applied to school work lent a note of reality to class studies that made for interest and concentration and the development of desirable habits.

But the schools belong to the people, not to any particular class. Attention should be given in the schools to those principles, facts, activities that can be accepted by all, not by a part of our citizenship. As put by the editor of the Boston Evening Transcript, we must protect our schools from such forms of propaganda as would lead to "race prejudice, religious bigotry or class consciousness." The schools should offer such training as shall prepare the pupils to discriminate keenly between politics and statesmanship; between moral training and narrow sectarianism; between hatred of

foreign peoples and the necessity for a rational nationalism and economic preservation. The public school, instead of being the channel for propaganda, must act as a great leveler. But it must level up, not down. In removing the barrier between groups and classes, it must bring the standards of the lower to the higher. The only type of propaganda in which the public school should be permitted to deal is that suggested by Abraham Lincoln—that which will lead pupils to say not "I am as good as you are," but, "you are as good as I am."

**S**UPERINTENDENT of Public Instruction Will C. Wood was the principal speaker at the meeting of the Nebraska State Teachers' Association, held in Omaha on November 3rd and 4th, and at the Lincoln County Institute at Kemmerer, Wyoming, on November 7th, 8th and 9th. Said Superintendent Wood to a representative of the Sierra Educational News on his return: "Everywhere teachers and school officials manifested the greatest interest in what we are doing in California. When told that Amendment Sixteen had carried by over 200,000 majority, they marveled. California now has the best constitutional basis for a school system and all other states admit it. Certainly all this is due to the splendid organization of teachers and superintendents in California. I have commended the plan of the California Teachers' Association to the teachers in other states."

**T**HERE are in the United States today nearly 17,000 public high schools, an increase of more than 452 per cent since 1890. A clearer conception of this immense increase may be gained by noting the fact that every day of the last twenty-eight years has witnessed the establishment of a public high school. In 1890, when statistics of public and private high schools were first treated separately, only 60.8 per cent of the high schools of the country were under public control, while in 1918, 87 per cent were so reported. In 1890 also 68 per cent of all high school students were enrolled in public schools, which percentage rose to 91.2 in 1918. One-half of the 13,951 public high schools reporting to the Bureau of Education have an enrollment of between twenty-seven and 100 students, but it is of interest to note that a few high schools have a very large enrollment. Altogether 632 schools enroll over 500 students each and 278 enroll over 1000 each.

**A** one-day regional citizens' conference on education, called by United States Commissioner of Education, P. P. Claxton, will be held in Sacramento on December 6th.

## REAL PROBLEMS IN NATURAL SETTINGS

CALVIN C. THOMASON,

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**H**UNDREDS of thoughtful teachers in every part of the country are convinced of the value of transferring a proper share of responsibility from the teacher to the students themselves or, to use a popular phrase, of the value of socializing the classroom work. The students' part in the educative process must be enlarged. The four following stories are given to illustrate concretely how this end was accomplished (1) in a class in the History of English Literature, (2) in a class in the Rhyme of the Ancient Mariner, (3) in a class in Civics, and (4) in a class in high school Economics.

Each of the four classes mentioned was organized as a **Parliamentary body** according to standard forms. This gave them a **natural setting** for the solution of **real problems**—acquiring knowledge, expressing ideas purposefully, and acting for the best interests of community, state, and nation. The Parliamentary organization setting was natural, because from village to city councils, from town meetings to national congresses, from church societies to national conventions, Parliamentary forms are used for the conduct of all affairs, whether public or private. So the classes, on this basis, ceased to feel that in meeting the requirements of the course of study they were doing **artificial exercises**.

The "flu" and the Call to Arms came hand in hand to a little western school in the fall of 1918. All of the boys who were old enough, and some who had to evade the truth to "make" the age limit, volunteered to go to war. All classes were disorganized, school activities upset, and the equilibrium of the entire school was destroyed. The influenza epidemic came on in its fury; school was closed for seven weeks. After the reopening a class of thirteen high school juniors and seniors dragged apathetically through Burke's Speech on Conciliation, both pupils and teacher fighting to keep up interest. With such a limited amount of time after the epidemic it was evident that something had to be done to inspire greater effort on the part of the class if any reasonable part of the requirements of the course were to be met. **THE CLASS WAS SOCIALIZED THAT INTEREST MIGHT SUPPLY THE HIGH MOTIVE FORCE FOR THE NECESSARY SPEEDING UP.**

The work for the remainder of the semester was divided into Parliamentary Sessions, for instance, Session on Wordsworth, Session on Nineteenth Century Novelists, Session on Essayists, Session on Tennyson, et cetera. The teacher "took a back seat" and became class director. A session chairman was elected, and he appointed two secretaries to act on alternate days. Among the first signs of a newly budding life in the class was a huge sign, "Votes for Women," near the end of the first session, resulting in a girl being elected chairman over one of the most popular boys. Chairmen read their Roberts' Rules of Order until late in the night, vying with each other in preventing members of the class from catching them up on points or order. One of the proverbial "hard cases" became astonishingly rigorous and an effective disciplinarian while presiding. The reflex upon the regular work of the class was most interesting. Each member was expected to make two special reports, each report to be a review of a work of fiction. Some jumped into these reports with a vim from the very first, realizing that they would have to make good with their fellow students in order to get their reports accepted. Others "sluffed" at first, only to find out on reporting that they were confronted with a new situation. Good reports brought forth spontaneous approval while those poorly prepared were greeted by an ominous silence, or were recommitted by motion for further investigation. Those who "fell down" on their first reports worked successfully for recognition on their second efforts.

Toward the end of the school year a brilliant and popular lad returned from the war. His khaki sent a thrill through the little school community. No sooner had the chairman of the English Parliamentary called the class to order than a member sprang to his feet and moved, "that the reading of the minutes be dispensed with and that the courtesies of the floor be extended to our distinguished friend and former fellow student, Private ———." Amid uproarious applause the young volunteer arose, walked to the front of the room and began his fluent speech with: "I see you've got something new here. Now, this about floors me on the spot. Here I go away just a short time and come back to find you rising to points

of order, seconding motions, and doing all 'them' smart things! I tell you, it makes me glad to get back."

One of the teachers remarked, "that Parliamentary class has saved the morale of the school this year." The "flu" following enlistment had broken up the debating teams, and had banished every hope of athletic teams. One of the boys had gloomily voiced the general sentiment when he declared, "We can't even have a ping-pong game here this year." But when the Parliamentary class was started the older students felt that a new opportunity had come to them to give vent to their desires for self-expression, self-improvement and leadership. The chairman of the board said, "This is one of the best pieces of work we have ever had here, in my estimation. I am glad my boy is in that class. You'd be surprised how hard it is for ordinary meetings to get business transacted, simply because practically no one knows how to proceed in any kind of legal order. School board meetings are no exception."

But Parliamentary law did not stop with the high school. Down in the fifth and sixth grade room a young teacher was battling with an unusually hard situation—a large admixture of little folk with a group of overgrown retarded boys, who were "bad" because they were retarded and retarded because they were "bad." How could this mere girl be expected to break up this vicious circle and control the situation? Well, it was broken up and control was gained. One of the high school boys from the Parliamentary class was sent down to that room to help form a club. With consummate tact combined with rough-and-ready boy force, he told those big fellows, not how to be good and do as they were told, but how to organize for the purpose of keeping the room in order and doing their bit on the play-grounds. Perhaps it was a survival of the instinct to follow the chieftain, but at any rate those big sixth graders fell into line on the spot. They were a positive force in that school for the remainder of the school term. As for the high school boy himself, he had met and solved one of his first real problems of leadership. A few days later he related this little episode to his teacher: "You know I felt that I was up against it proper there once. Big Bill Macklin simply wouldn't look at me at first, but sat there in the back seat talking. I pounded on the desk and said with all the bluff that I could muster, 'Mr. Macklin, you are out of order.' That legal sounding phrase wilted him—guess he didn't know what was the matter with him anyway;

he sat as still and as pale as a ghost all the rest of the time."

While this experiment was progressing so happily in the Junior and Senior English Literature class, another second year class in a high school not far away was struggling along with one of its term classics, *The Rhymer of the Ancient Mariner*. The tendency among younger students in taking up this poem is to shudder at its gruesomeness rather than to admire its wondrous beauty. Being dissatisfied with the very common "I hate it" attitude of the class, the teacher decided to socialize the class and give over entirely to its tender mercies the Coleridge masterpiece. So a student chairman was appointed. This chairman fell upon the routine of having a paragraph read by one student and interpreted by another. The readings, the interpretations, the reports on figures of speech, et cetera, were treated as regular committee reports to be accepted, amended, recommitted or otherwise regularly disposed of. Sharp debating clashes, sudden calls upon the instructor for a routine report, impromptu side skirmishes in Parliamentary law, were among the features that lifted the work of the class out of the dead level and made it a big part of the subject-matter of general school discussion and a generator of school spirit.

"I have changed my mind about the Parliamentary motions we introduce in reading the story," remarked one girl. "At first I did not like it, but I have found that the discussions help me understand the poem much better, and the motions that verses mean certain things make me decide just what I do think before I vote." Another girl wrote in a letter to a friend, "We are very busy now with picnics and things, but our English class is about the most interesting of all. We study in the Parliamentary style, each taking his turn as chairman."

The third story of successful socialization of classroom work is that of a civics group of high school students of the two upper grades. The teacher's watch had tricked him while he was at lunch, and he arrived at his desk five minutes late. He was greeted by thirty-six red-blooded young Americans who had assembled in his room at the ringing of the last bell. At the same time a visitor from a nearby college was there. This is what she afterwards said to the teacher:

"I shall never forget the thrill it gave me when that big class filed into the room, and



that boy stepped to the front and brought the gavel down upon the desk with the confidence of a real 'speaker.' The minutes had been read and several recitations had been made before you arrived."

A page out of the secretary's book will give the best idea of the routine of the work of this class for each day:

"The regular meeting of the Civic Section of the Civic League was called to order by Chairman \_\_\_\_\_. The minutes were read and approved.

"Upon motion of \_\_\_\_\_ the secretary was instructed to write to Representative \_\_\_\_\_ of the \_\_\_\_\_ District, inviting him to address the class on the subject, 'The Oregon Legislative Assembly.'

"Mr. \_\_\_\_\_ reported upon the meaning of the term 'bicameral,' concluding with the recommendation that, we as American citizens carefully retain the principle of governmental organization. The report was adopted and placed on file.

"Miss \_\_\_\_\_ reported upon the course of a bill from its origin to its final place on the statute books. Miss \_\_\_\_\_'s report was supplemented by reports from Mr. \_\_\_\_\_ and Mr. \_\_\_\_\_. The report was accepted in its completed form.

"The report of the committee on two ways to refer a bill to the people was recommitted for further study and report.

"Mr. \_\_\_\_\_ returned from the Post Office where he went to get a roll of bills from the Secretary of State's office. He delivered the same to the Class Advisor.

"Mr. \_\_\_\_\_ announced to the Class Advisor that on the following day the class should be divided into a Senate and a House for the purpose of acting upon the bills received. Senate bills were placed in the hands of senators, and House bills were given to those who were to be in the House.

"Mr. \_\_\_\_\_ moved that the Class Advisor act as Governor to receive for signing or vetoing.

"At the last bell the class adjourned.

"Signed,

\_\_\_\_\_  
Secretary."

With so much detail already given in narrating the experience of the two English classes and the Civics class, the workings of the fourth class in Social Problems or Social Economics

may be explained in a few words. At the beginning of the term the twelve chapters on such subjects as Child Labor, Population, Poverty, the Feeble-Minded and Insane, Crime and Punishment, etc., were made the basis for twelve Parliamentary sessions, or Parliamentary conferences. The personnel of the class was divided into three parts, each member deciding to which division he should belong. One division was to learn presiding, another was to keep the minutes and the third was to act as a library commission. Before adjourning a session, the class passed upon resolutions embodying their sentiments on the issues involved in the subject under consideration. Local phases of the problems studied were dealt with as any citizens' club might deal with them. For example, members of the class reported three local violations of the Child Labor law. After a sharp division in the class a majority voted to instruct the secretary of the class to report the cases to the Child Labor Commission.

In conclusion, it may be stated that there are three principal obstacles in the way of a general adoption of the Parliamentary method in the schools. First, there is the teacher's inclination to snatch the reins out of the hands of the child if he seems to be driving less perfectly than the adult by his side might drive; secondly, inertia will always keep many teachers in the well-trodden paths; and thirdly, there is always danger that a class governing its own proceedings may pass too hastily over important matters. Replying to these points in reverse order, the teachers who have felt the renewed joy in teaching by this method suggest, first, that the instructor should always reserve the right to give the class directions, confining himself to the regular Parliamentary forms only when discussing the subject-matter under consideration. Answering the second point, the reply may be made that no good or advanced method should be forced upon any teacher, for "one may lead a horse to water, but ten cannot make him drink." In regard to the first obstacle—an impulse for the teacher to do the thing himself because he may be able to do it better—the teacher must remember that the youngster learns to walk by walking, learns to do by doing and learns to lead by leading. The teacher who likes power and leadership will lose no pleasure in the long run in "leading by seeming to follow"—by subordinating himself that he may strengthen his pupils. In this very act real leadership is given the acid test.



## ALL LATIN EASILY MADE VOCATIONAL

L. R. SMITH,  
Berkeley High School

**T**HE objects of this paper are to show that all Latin study can be made of practical value to a man in any common occupation, and to outline a plan that can be used anywhere by any teacher with any book.

The first maxim of the method is that there are two chief aims—legitimate aims—in teaching Latin. The first aim, of course, is to create in the student the power to read Latin. The second aim, coequal with the first, is to awaken in the student everyday—even from the start—the desire and the power to use the best standard English with quicker and deeper intelligence.

## Passing Study

It is all done in this way. Students are required to be prepared every day with at least one word from the lesson. They must give the root meaning and several standard English derivatives, which must be of common usage. All mere "dictionary" words are rejected. These are asked for every day just as is any part of the lesson, but of course all the class cannot be reached in one day. This we call **passing study**.

## Careful Study

One or two words—never more than two in the same day—are taken up for more serious study. All the class eagerly joins to see how many common derivatives can be found. Thus, in the last two *Vergil* lessons of Book Two, we had among words for passing study *vallem* (with avalanches), *lustrum*, *oculum* (with monocle and inoculate—the latter word surprising them) *iterum* and *vulgus*—where I gave them *vulgate*, explaining it fully. For serious study, we had *caput* with its long list of derivatives, among which *chef* seemed to please the students most, and *pedem*, for which one girl had prepared an unusually good list. Wondering whether she could trace the root meaning in *pioneer* (on her list), I asked her to do so. She promptly complied, giving it simply and clearly.

## Book Making

Once a month every student is required to hand in a little book in vocabulary building. These books are required and collected of every one. They are examined with great care and marked on **spelling, neatness, completeness and judgment in selecting words.**

## A Prize List

I have made from Skeat's dictionary a list of Latin words furnishing the largest number of English derivatives in common use. The list numbers about 250 words, and could easily be increased. Students can see that they are building up a broad and flexible vocabulary; they can see that they are being trained to watch instinctively for the real meaning of words.

## Historic Name Problems

Again, to show the students how their study of Latin is linked with every-day life and with the whole world, past and present, such problems as these are given: Prove that it is a straight road from Sacramento to Caesar's Camp in Gaul, and Prove that the road from Santa Cruz to the city of Jerusalem goes by way of Rome; and, to widen their horizon, such a problem as this, Prove that it is a straight road from Alcatraz Avenue to the house in Arabia where Mohammed was born.

Nothing has so quickened the imagination of dull boys and aroused their interest in all their work as these problems. They are given time to work them and sometimes suggestions; and in the end they are amazed and delighted to find that the lives of Nations, that world-wide conflicts of races and religions are all tied together in a single place name that was brought to California by the historical successors of the Romans.

## Latin Fundamental

For several years my students have been required once a term to bring in carefully prepared lists of 70 or more words from their text-books in other subjects—from all the sciences (including domestic science) from domestic arts, music, economics, mathematics, and so on. The results proved to everybody that Latin is a real need for the best work in advanced subjects, and that one has a much better chance with such Latin training as this than without it. As a result many who had intended to take only two years go on for three years, and four—when possible.

## Vocabulary Levels

Once in a while every student is required to bring in a paper having six or more important and unfamiliar words met with in reading—novels excluded,—giving also briefly the clause

with each word. They are told to choose words just above the present level of their vocabulary, but not so far above as to be out of their reach. These papers are carefully examined and discussed with the class, and most of the words prove to be Latin derivatives. Here is a recent set of words: **altercations, consensus, proletariat, mandatory, cohesion, irrefutable.** Thus, with every set of papers, more than 100 new words are added to their vocabulary.

The first thing to be said about the above method is that it makes Latin intensely practical and therefore vocational in the highest sense.

The second thing to be said is that it helps

instead of hinders college preparatory work. Less than a third of the period is used for it on the average, and the whole period profits by it.

The third remark to be made is that it transforms both Latin and English from dead languages into living tongues.

A final remark and one not the least important, is that it makes all Latin study a pleasure. It is a great delight to watch the awakening temper of a class when this method is followed. Their work becomes a constant joy, and they will do more work and do it better.

## THE JUNIOR COLLEGE AND THE SEVEN LEAN YEARS

BRONTE A. REYNOLDS,  
Sacramento, Calif.

Hark! Hark! The hard times bark!  
The farmers are flocking to town  
From East and West, dressed in their best—  
Will they ever go back to the farm?

(Revised Nursery Rhymes.)

RECENTLY a noted speaker in an address at Cornell University said "24,000 farm-houses in New York are vacant." If that condition obtains in other parts of the United States in anything like the same proportion, is it not timely for us to consider the reasons for this influx from the country districts into the urban centers, and corrective policies that should be adopted.

Let us look back to the old families on the farm that we knew in the past. Families as a rule were large on the farm, and, too, large families were reared to maturity. No matter how many of the boys and girls left the farm for the city, there was always the one who succeeded the father and maintained the farm, improving it as time progressed.

In more recent times, everything that science could do for the farmer has been done except to produce a mechanical man. Soils have been analyzed, nitrogen gathered from the ether, power from the water, beneficial insects and fungi imported from foreign lands to prey on destructive insects, but the farmers have left the farms for the white lights of the city.

Standardization in California has put new blood into an anemic industry. It has advertised for the farmer; it has made marketing problems easy for him; it has guaranteed him prices through the co-operative associations; in many cases he does not even pick his own fruit or harvest his own produce. Yet farm-

ing does not appear to be sufficiently attractive to keep the farmer of today on the farm.

This movement to the city would seem to be a purely psychological reaction resulting from purely natural causes—namely, high city wages and a depreciated dollar. Broadly reckoned, wages will remain high, but we are due to enter a more highly specialized classification of skilled labor, which in the end will eliminate the unfit. When that happens, the same mediocre brand of farm labor will again be available for hire as in times past. With this subsidence to a plane that we once accounted as normal, the purchasing power of the American dollar will advance correspondingly, and the balance will be slowly restored. This is an operation, however, that will require time—possibly longer than the average reader will admit. We are much like the moulting hens—shedding our protective covering, our feathers, so to speak, and producing very few eggs! So the restoration to normal, as reckoned in pre-war days, is going to be a long-drawn-out process accompanied by much want and scarcity.

Such a condition as that which I have just described is neither unlikely or improbable. In fact agricultural history may prove that it has been the rule in the past rather than the exception. Figuratively that would spell—the seven lean years. Unless a radical change from the situation which obtains at present is made manifest within a reasonable time, we must experience a world shortage of the products necessary to feed and clothe a hungry and naked world.

But that is not the vital issue that concerns

you and me at this time. The problem that confronts the country is not so much the farmer of today as it is the farmer of tomorrow. We may have to face the seven lean years and pay the penalty of our stupidity, but **we must provide** for the future of agriculture in such a way that this country, at least, will never suffer this "land-sickness" again.

The remedy is simple. It is being more than successfully demonstrated in California today at Ontario, Chico and Santa Rosa. It is sponsored by thinking people; its aims and objects are worthy and unselfish. It is the Union High School and Junior College that is preparing the youth of our state to become the future fruit growers, farmers and husbandmen in order to

provide for the maintenance of the agriculture of tomorrow! The remedy is to be found in proper and adequate education, supported by proper and adequate legislation, providing for Junior Agricultural Colleges, maintained and fostered by the state and administered by adequately paid teachers—not living-wage earners, but teachers who are to be compensated for the great work of rehabilitation that confronts them!

It is purely a matter of the proper education of the farmer of tomorrow, and to educate properly the farmer of tomorrow, we must provide the means to educate him, and that with no niggardly hand.

## PRODUCTIVE EDUCATION

C. E. STEBBINS

**F**ORTY million producers do the work for and produce the necessities of life for one hundred million consumers. Thus, during normal conditions this nation is working on a "part-time" basis. Due to strikes, a shorter hour day and a shorter day week, the productive power of the nation has been materially lessened and that at a time when the world food balance is upside down.

Among the great army of consumers and non-producers are twenty-six million boys and girls. Ten millions of these children are physically and mentally able to produce a part of that which they consume. They are producing but little. **Every child should be taught to produce a part of that which he consumes.** The mother pig in no uncertain terms gives her offspring to understand that as soon as they are physically able they must hustle for a part of that which they consume. The non-producer in the big family of bees is stung to death and removed from the hive. How is it with the human family? The average child is fed, clothed, sheltered, and entertained by his home. Too little is asked of him in return, too little for his own good and the security of the future. Our children should be taught that they are a part of the family, not to receive its privileges alone but to enter into its responsibilities. They should be taught the habit of production, of work.

This is the first big idea of the School Directed Home Garden Division, Bureau of Education, to set to work at home on the thousands of more or less productive acres of land during a part of their spare time, ten million

boys and girls. Directed by the schools the boys and girls may be taught, through backyard enterprises, the habit of production, of work. The limiting factor in production and in better citizenship is organization.

The second big idea of the "Division" is to develop that fundamental background of experience which comes from knowing and working with growing, with living things. This background of experience must necessarily be acquired by boys and girls. It is this background of experience which determines one's level of intelligence and which directs materially one's conduct. Acquaintance with one's physical environment, earth, animals and plants, should be given earnest attention by school men and women. The fundamental knowledge, biological, civic, social, spiritual and economic in nature which comes from working with plants and animals is too important to be left to chance.

For a moment let us survey this fundamental background of experience.

**The Biological aspect:** Experiences with living plants and animals teach conclusively that the aim of each plant, each animal, is reproduction of its kind. For a species to survive, the offspring must be a little bit better fitted to meet the ever-changing complex environment than its parents. In the cross-pollination of flowers, in the breeding of animals, children come naturally in touch with the great mysterious, phenomenon of the renewal of life. Their own experiences teach them that inferior offspring, and vice versa, that superior parentage results in superior offspring.

**The Spiritual aspect:** Froebel said: "Na-

ture is the garment of the invisible God." The evidence of a directing force is dramatically seen in the unfolding life histories of insects, in the awakening of life in the soil, in weather phenomena, and what not. One who reads the book of nature aright and lives as he reads, has truly cultivated his spiritual nature.

**The Economic aspect:** The boy is an integral part of the home. As a member of the family he enjoys its advantages. It is an unhealthy condition if he is allowed to remove himself from home responsibilities. We do not believe that parents should commercialize their children. But we do believe that boys and girls should help to sustain the home, that boys and girls should produce a part of that which they consume.

Let us not be misunderstood. Children should produce food for the table, flowers for the home and yard because this is part of their family duties. This should be made clear to them. We must not let them practice petty graft at home by selling to mother inferior vegetables at superior prices. As parents, we make the great mistake to pay our children for this and that little chore about the home when such chores are the boys' and girls' obligations to the family. It is a mistake to tip our children.

**The value of money,**—earning, saving, and spending it legitimately,—may be taught children in the sale and interchange of surplus foods grown at home. Markets may be established and the formal technic of accounting may be practiced.

The economic value of child backyard home enterprises is limited only by organization. On the one hand are ten million boys and girls, on the other thousands of acres of more or less productive land in the cities and the backyards of the homes. The school co-operating with the homes is the logical organization—and organization is the limiting factor.

**Educational aspect:** One's intelligence level

is measured formally through probing one's background of first-hand experience. Doubtless it is just this difference in the background of experience between one's neighbor and himself which makes one the better man. No doubt if a cross section were made of one's information there would be layers of new ideas related to and built upon the foundation of first-hand experiences which we acquired during the first years of our lives.

This background of first hand experience with physical nature is too important in directing conduct to be neglected by teachers. This background must not be left to chance. It is going to direct the conduct of children morally, spiritually, socially, civically, more than we can determine and believe at first glance.

**Civic Value:** Backyard home enterprises supervised and directed by teachers is a vehicle for teaching fundamental, far-reaching principles in civics. It is with concern that we see seeds of dangerous discontent taking root in our boys and girls. Seeds are planted when we fail to teach our children that they are wards of their home, their state, their nation, and that they are obligated to each one and to them all in return for all the privileges received. Seeds are planted when parents buy their children to do this chore or that at home. The crop is well under when children take it for granted that their homes owe them a living, and the final harvest will cost the nation untold wealth. The dangerously discontented man or woman is the non-worker, the non-producer.

Through school supervised home backyard enterprises, let us teach our boys and girls the fundamental principle of wardship to home, state and nation. With the touch-stone of productive education as applied to home activities, let us convert the great army of consumers into one of producers—which army will secure us a nation sane and safe for world leadership and for ourselves.

## NEWS AND SUGGESTIONS

C. L. PHELPS

President, Santa Barbara Normal School

**T**HIS article divides itself into two parts which upon their face might not seem to be closely enough related to be carried in the same discussion. The first part is a chronicle of important "news," and the second contains some tentative "suggestions." The relationship comes from the fact that the

suggestions are based on the information contained in the news.

### Sketch of the News

First, the news. It concerns teacher-training in California. There has been a complete revision of the course of study, but this has not been generally announced, except in an



official state bulletin recently issued from Sacramento for the guidance of the normal schools and other teacher-training institutions which must comply with the new requirements. The teachers of the state are not familiar with these requirements, hence the assumption on the part of the writer that this article is the bearer of important news.

Stated briefly, the facts are these:

1. The teacher-training curriculum was conceded to be overloaded and practically worn out.
2. It had become evident in addition that the balance and equilibrium of the course were not properly adjusted.
3. It was obvious also that too much was attempted, that too little was satisfactorily accomplished and that the blanket diploma issued at the end of the course covered certification rights in too many subjects.

With these points in mind an entire revision of the curriculum was undertaken. The revision was completed and made authoritative at a joint meeting of the State Board of Education and the Normal School Presidents, held in San Diego the last week in April of this year. In October it was duly accredited by Stanford University in such a way that approved graduates of the General Professional course may receive two years' credit toward the bachelor's degree.

The bases of this revision were as follows:

1. The curriculum as it existed was entirely discarded.
2. The old entrance requirements, with their long list of prerequisites which reached away back into the high school course, were declared to discriminate against young people who might otherwise be guided into a teacher-training institution, and were consequently abandoned.
3. The new entrance requirements were declared to be the same as for the State University.
4. Units of credit were defined so as to be equivalent to units of the University.
5. It was agreed that the revision had to provide first of all for training in the statutory subjects as enumerated in the law.
6. It was decided that the General Professional course should be covered by 72 semester units of work, and that special courses based on this course or its equivalent should be covered by 72 additional units.

7. A skeleton of the course was laid out in units, apportioned, except in the case of statutory requirements, in accord with the best available estimates of the relative weight which should be assigned to the respective divisions and subjects of the course, irrespective of former practice.
8. The desirability of uniformity in the General Professional work in the different teacher-training institutions was recognized to the extent of 48 prescribed units.
9. Selection of two special subjects was made imperative on the part of students in the General Professional course, the work in these two subjects to consist of definitely prescribed work to the amount of seven units in each, and to be covered by a proficiency statement in the diploma of graduation.
10. Other special work in this course was to be covered by certain minimum requirements for all.
11. Ten free elective units selected by the students from such a list of subjects as the respective schools should provide, were to complete the course.
12. The special subjects were to have 48 units prescribed, and 24 units were to be selected from such a list as the several schools might provide.

There are two outstanding features in the revision as it works out. The first is the elimination of subject prerequisites for entrance, the reduction of special methods work and the reduction of the amount of work scattered over all the special subjects. The other is the concentration of work and the selection of two special lines which are to be pursued to a point where a proficiency statement covering ability to teach can be written into the diploma of the graduate.

#### Introduction of Suggestions

So much for the news. Now for the suggestions along educational, administrative and financial lines which this revision of the course of study seems to justify. These suggestions have to do primarily with the rural schools, though there is no reason why they can not be adapted to conditions in urban schools. In fact, their adoption would inevitably more or less affect the urban situation, though board rulings in different cities might make slight differences in their functioning.

To get at the source of the following suggestions it is necessary to refer to a case study



of one and two-room schools which the writer completed some two years ago: The particular reference of the study was to inequalities in support and control. From that study it became evident that steps should be taken as soon as possible to secure better standards in the rural schools along all lines. Moreover, at that time no classification of rural schools was in existence, and furthermore, no satisfactory definition of rural schools was to be found. The suggestions herewith offered have their source, therefore, in this study and in the revision of the course of study for teacher-training, which makes it possible for them to be made effective. They are offered in a formal way, imperfect as they may be, without reference to consolidation or the county unit, with the thought that they may have some definite value in making the revised teacher-training course more effective.

1. Inequalities in Support and Control of Rural Elementary Education in California—School and Society, Vol. IX, No. 224, Pages 453-457, April 12; and No. 225, Pages 482-486, April 19, 1919.

#### Suggestions for Improving Rural Education

I. Definition of rural schools—Schools located outside the limits of an incorporated city or town or the district of which an incorporated city or town is a part shall be known as rural schools.

II. Classification—Based on number of teachers employed.

1. One-teacher schools.
2. Two-teacher schools.
3. Three to five-teacher schools.
4. Six or more-teacher schools.

III. Minimum preparation of teachers for each class of schools.

1. One-teacher schools—Graduation from a two-year teacher-training course approved by the State Board of Education, with special proficiency in two subjects, of which Music or Art shall be one, together with as much training in other special subjects as can be secured.
2. Two-teacher schools—Graduation from a two-year teacher-training course approved by the State Board of Education, combining special proficiency on the part of the teachers in three special lines, of which Music and Art shall be two, with as much training in other special subjects as can be secured.
3. Three to five-teacher schools—Graduation from a two-year teacher-training

course approved by the State Board of Education, combining special proficiency on the part of the teachers in four special lines, of which Music and Art shall be two, with an aggregate of four years of teaching experience and twelve units of credit for school work done after graduation from the two-year teacher-training course.

4. Six or more-teacher schools—Graduation from a two-year teacher-training course approved by the State Board of Education, combining special proficiency on the part of the teachers in all special subjects, with an aggregate of six years of teaching experience, provided that at least half of such teaching force shall have credit for six units each of school work done after graduation from a two-year teacher-training course, and provided further, that at least half of such teaching force shall have had one or more years of teaching experience.
5. The equivalent of any of the above, as determined by the State Board of Education or the Commission of Credentials.

IV. Restrictions on the employment of teachers.

1. No teacher shall be employed to teach after three years have elapsed since graduation from a two-year teacher-training course, unless in the meantime six units of school work have been completed by said teacher.
2. No teacher shall be employed to teach in a school having two or more teachers after two years have elapsed since graduation from a two-year teacher-training course, unless in the meantime six units of school work have been completed by said teacher.

V. Provision for automatic salary increase.

1. School boards must pay their teachers at least 5% more than the minimum salary prescribed by law for each increment of six units of training up to twenty-four units beyond graduation from a two-year teacher-training course, provided that in order to be eligible for automatic salary increase under this provision a teacher must have taught in the public schools for a period of two school years.

Such a plan would promote definite progress all the way along the line. It would provide an incentive and a spur for teachers, and at the same time, it would secure a certain automatic

reward for training, and continued service. All these things should be accomplished in order to make the new arrangements for teacher-training as effective as they should be. Moreover, there should be but little difficulty in arranging for their accomplishment. The

State Board of Education has some authority in the matter, and the Legislature would doubtless be interested in the simple steps which it would be necessary for that body to take, since they would obviously be steps along the line of more effective educational development.

## REPORT OF THE SPECIAL COMMITTEE ON TEACHER TRAINING

Before Bay Section, C. T. A., Oct. 19, 1920

**Y**OUR committee, appointed to consider the Teacher-Shortage problem as it relates to California, herewith reports that, in its judgment, the problem is double and demands two lines of action.

In the first place, your committee considers that the task of keeping our schools supplied with trained teachers is at bottom an economic problem, and one that only the public itself can solve. Within recent years thousands of our best-trained and most satisfactory teachers have been drawn from the work of the school by reason of much better salaries from the business world. The War has directed new attention to the teacher as an organizer and executive, and this the commercial world has been quick to recognize and act upon. In consequence the teaching profession has been steadily losing its best trained and most competent teachers, as well as failing to attract any adequate supply of new material to its teacher-training schools. To remedy this situation both higher beginning and maximum salaries for both elementary and high school teachers are absolutely necessary. Such only the public can provide, and to this end we call upon the people of California, at the coming November election, to vote for Amendment No. 16, relating to state and county support for our schools. Unless this amendment is adopted, and given effect by proper legislation at the coming session of the Legislature, the problem of securing and retaining trained teachers for our schools must steadily grow more acute, and an increasing number of schools must close because of inability to secure teachers of any type.

Given adequate financial support for our schools, the second phase of the teacher-training problem calls for new and materially enlarged efforts on the part of all our teacher-training institutions. To this end we recommend:

1. That the state normal schools of this state be given a greatly enlarged budget that they may advance the salaries of their teachers to

a level comparable with that paid public school teachers, that they may extend upward the scope of their work, and in consequence attract to themselves a much larger number of prospective teachers for training.

2. That the University of California in particular, and the other universities of this state accredited for teacher-training, be respectfully but strongly urged to establish co-operative relations with the normal schools of the state, adequate courses for the training of teachers and professional leaders and to finance their Schools of Education on a scale comparable to that of the other professional schools of the universities. The sums now spent by our different universities on teacher-training, compared with the sums now devoted to the training of lawyers, doctors, engineers and farmers, are entirely inadequate sums, and clearly reveal that the universities of this state have not as yet really sensed the importance to the state of training for the educational service.

3. That school boards and superintendents should devise salary schedules, and possibly the state should legislate to such effect, to the end that the salaries paid teachers shall be more closely related to the amount of training they have received and the degree of teaching efficiency they have established, rather than, as at present, on the grade or type of school taught and the number of years the teacher has been in the service.

4. That the high schools of this state, and the colleges and the universities, be asked to employ any legitimate means to present to their students the importance of the teaching service, the need of the state for teachers, and the opportunity which the teaching profession offers to serious-minded men and women to realize in it their highest ideal for service to mankind.

Respectfully submitted,

For the Committee,

ELLWOOD P. CUBBERLEY, Chairman.

## REPORT OF COUNCIL COMMITTEE ON TEACHER TRAINING

Ladies and Gentlemen:—In former reports your Committee on Teacher Training has stated that the two main branches of its work relate to (1) the development of the School of Education of the University of California and (2) the development of the Normal Schools of the state. The present report presents the results of further study and experience along these two main lines.

First, regarding the University situation, the Committee reiterates its statement that the crying need of the schools is for service; that the School of Education is unable, under present conditions, to render that service; and that the Council of Education calls upon the proper authorities of the University to see that adequate and well-conceived service to the schools of the state be rendered.

There would be slight gain in enlarging upon this topic at the present time, inasmuch as it was quite fully treated in our last report. However, it may be said, in the light of occurrences since the last meeting of the Council, that the hopes of the school people of the state have not been realized either in the budget of the School of Education for the fiscal year, or in the appropriation of the so-called Haviland bequest for the erection of a suitable, well-equipped building for the school. Your Committee would therefore repeat its former recommendations, viz:

(1) That the Council of Education petition the President and the Board of Regents of the University of California to set aside the money derived from the so-called Haviland bequest for the erection of a building to be devoted to the exclusive use of the School of Education.

(2) That the Board of Regents be requested to make liberal provision for the proper maintenance of the School of Education from the income already derived from, or that may be derived from bequests and gifts to the University.

Turning now to our second chief consideration,—namely, the development of the normal schools of the state,—your Committee first reiterates its advocacy of substantial financial increases for the support of those institutions, particularly to be applied toward raising the salary schedules in them.

There are two other chief matters demanding attention in the normal school situation. One is the proposal for legislation to secure collegiate status to these institutions; the other

is the fuller accreditation of normal school graduates at the University.

In general we declare unreservedly that it is the imperative duty of the state to encourage and dignify the work of the Normal Schools. As is well known, figures show a startling decrease in attendance. The enrollment today in the several Normal Schools of the state is barely 60 per cent of the enrollment in 1916. There is no doubt that the chief function of the Normal Schools is the efficient training of elementary school teachers. 100 per cent efficiency must be had in the training of those teachers.

Within the past few months great progress has been made in reorganizing the courses of study in the Normal Schools. The revision has been such as to place greater stress upon general content training and to provide for proficiency training in two special subjects on the part of every graduate, in contrast with the former training in all the statutory subjects. The changes brought about by this revision need to be known and clearly understood by school people in general and more particularly by high school principals who have admittedly been discriminating against the Normal Schools in their recommendations to graduates who are planning for advanced work. Such an understanding of the new purposes and plans of the Normal Schools should have a beneficial effect in bringing into the Normal Schools a higher type of student, and any effective measures to that consummation should be strongly endorsed by the school forces of the state. If that end can be accomplished best by expanding the Normal School curriculum to put it upon a three or four year basis, the school people of the state should assist; but the principle above stated for efficient training of elementary teachers must not be forgotten or overlooked. Particularly at this moment when there is a dearth of teachers should there be no relaxation of effort toward strengthening the approach to the elementary class room.

The Committee strongly advocates the opening of opportunities by the Normal School for ambitious and capable students to fit themselves for higher positions in the teaching profession. Those opportunities should be open as well to active teachers desirous of growth as to the teachers in prospect. In this connection it is to be borne in mind that the graduation of teaching certificates in California has

never been well organized. With the coming in of the Junior High School, the necessity for a greater differentiation between types of certificates, and the training necessary thereto, has become increasingly evident.

The development of the Normal Schools above suggested introduces a question of relationship between the Normal Schools and the University. While this Committee feels that that question is one rather outside than within its province, yet it may be said in passing that a tentative basis for a solution may be found in the suggestion that full accreditation toward a decree in Education should be freely allowed by the University on the recommendation of the Normal School President.

Your Committee would further recommend that legislation be sought at the coming session of the Legislature to revise by combination and elimination the number of statutory subjects in the elementary course. This will relieve the Normal Schools of a large amount of method work in a large variety of subjects, and hence will enable them to give more satisfactory training in the content of the fewer number of subjects.

A. J. CLOUD, Chairman.  
WILLIAM H. SNYDER,  
E. W. LINDSAY.

Concurred in by

E. MORRIS COX,  
ARTHUR H. CHAMBERLAIN.

#### EDUCATING CRIMINALS

By Ben S. Millikan

Principal High School, Covina, Calif.

SOMETIME ago I was walking down one of the main streets of Los Angeles, and I observed in front of an amusement house a saddle mounted on a pedestal. There was a pair of highly decorated boots hanging from the saddle. All about the pedestal were pictures of a daring bandit. Among the views was one in which this noted bandit was holding up the men in a gambling house. The bandit took on the air of importance of a General. The men who were the victims were cowering before his dominating figure as if they were children. In fact, they looked the part of evil doers more than the man doing the holding up.

As I looked at that picture, I wondered as to the effect it would have on the mind of a boy who had a slight inclination to be adventuresome. Did this not demonstrate to him how he could realize his ambitions? Did it not

also suggest to him how to dominate men by brute force? We all know that an impulse to use brute force is likely to crop out in many of us, unless it is restrained. We can readily see then, that a boy who has not had the proper training will be harmed by such pictures as those described above.

Again, I think we are giving encouragement to our embryo criminal class by the notoriety given to crime in our newspapers. Some of our publishers are so anxious to give news and excitement to the public that they go into lengthy detail, and even draw diagrams and print pictures to illustrate a bank robbery, or a similar crime. Do you know that it is a fact that some newspapers are so anxious to beat other publications with the news to the public, that the account of a raid by officials is printed twelve hours before the time set for the event to come off, thus giving criminals warning so they can clear up and get away.

There is no doubt in my mind but that the criminal class is reading all of these published accounts in the newspapers, as well as studying the pictures as displayed in motion pictures of holdups, and taking lessons from them. And where there has been a failure as might be shown in a picture or newspaper report, the criminal tries to close up the gap by the fertility of his own mind. Now, the newspaper becomes the text and the motion picture becomes the demonstrator.

We have in our public schools a system of teaching called the laboratory method. The class is given an assignment from a text book which gives the theory of a proposition. After the theory has been made as clear as possible, the class is taken into a laboratory to put into practice the theory learned from the text. It seems to me that the public is permitting the use of our most scientific method of instruction in teaching our youth the arts of crime. The newspapers give the theory and serve as the text, while the motion picture houses take the part of the laboratory, and put into practice the theory read in the paper. Thus we have the theoretical and the practical placed in the hands of the criminal in the making.

Mature and well trained people and stable citizens can read descriptions of crime and look at pictures of holdups without feeling anything but disgust. But the mind of the criminal in the making is weak and not capable of carrying ideas to a rational conclusion. Such people believe what they see, and find fertile encouragement in all of this information.



I note that the newspaper method of ending the political career of a man in politics, or of suppressing a rising opinion is to become absolutely mute concerning the subject. To become silent on the subject of crime would help greatly to suppress it. There is no doubt that the holdup reads of such events with the mind of a hero worshiper, and that the publicity and notoriety given to a criminal tends to idealize him to the rest of his gang. It behooves the public to give this matter careful consideration, and stop the education of our criminals.

#### ANNUAL CONVENTION OF THE SOUTHERN SECTION

The Southern Section of the California Teachers' Association is to hold its 1920 Convention as usual during the week just preceding Christmas. The opening meeting will come on Wednesday evening, December 22nd, at the Bible Institute, and parallel with this meeting there will be a special concert at Trinity Auditorium. General sessions will be held on Thursday and Friday mornings, and both general and departmental sessions on Thursday and Friday afternoons. A variety of banquets and special-feature departmental sessions will be held on Thursday evening.

Among the speakers already arranged for are the following:

B. R. Baumgart, Educational Lecturer, Explorer and Scientist.

Merton L. Burton, President of Michigan University.

Alfred Coester, Dept. Modern Languages, Stanford University.

Ellwood P. Cubberley, Dept. of Education, Stanford University.

Arthur H. Dean, Department Vocational Education, Columbia University.

Francis M. Fultz, Color-Picture Lecturer, Los Angeles.

Daisy Alford Hetherington, Sacramento.

Fred L. Hunter, Pres. N. E. A., Supt. Schools, Oakland.

William McAndrews, Associate Supt. of Schools, New York City.

Frank Alvah Parsons, Pres. New York School Fine and Applied Art.

Capt. Paul Perigord, Calif. Institute of Technology, Pasadena.

Aurelia H. Reinhardt, President Mills College.

M. J. Stormzand, Dept. Education, Univ. Southern California.

Dr. Henry Suzzallo, President Washington

University.

Lewis M. Terman, Dept. Education, Univ. Southern California.

Marion Craig Wentworth, Dramatic Interpreter, Santa Barbara.

H. B. Wilson, Superintendent of Schools, Berkeley.

A. E. Winship, Editor Journal of Education, Boston.

In addition to these speakers it is expected that most of the State school officials will be present and will take part in many of the meetings. As guests of honor it is hoped that members of the California State Council of Education outside the Southern Section will arrange to be present during as large a part of the Convention as possible. An invitation has already been extended to them to participate in the sessions of the Convention and of the co-operating Institutes. Plans are also being made to have present at each general session of the Convention one or more representatives from each of the large men's and women's clubs of the city. And a live committee is working on the problem of securing some recognition of the Convention by the papers of the city.

The Committee on Revision of Constitution, Southern Section, has revised materially the plan presented last year and presented its recommendation to the President of the Association "30 days before the business meeting" as required by the present Constitution. Inasmuch as the Committee has been in constant touch with all districts of the Section, both through the superintendent of schools and through the various organizations of teachers, the prospects seem excellent for a very favorable consideration of the main features of the plan to be presented.

In addition to the institute districts usually co-operating with the C. T. A.—S. S. during its meetings, Santa Barbara County is coming in this year. This leaves only Ventura County and Inyo County outside the December Institute-Convention circle for 1920.

Owing to the unprecedentedly crowded hotel conditions this year, plans are on foot to have teachers at Los Angeles, Pasadena, Glendale and other nearby districts, "house" the visiting teachers during Convention. Several other innovations are in prospect. But these will have to wait for their story until both they and the Convention shall have become history.

C. A. WHEELER,  
President Southern Section.





# EDUCATIONAL LITERATURE

**The Principles of Education**—By Jesse H. Coursault, Professor of History and Philosophy of Education and Dean of the Faculty, School of Education, University of Missouri. Silver, Burdett & Company. Pages 468.

Various attempts have been made to interpret the tendencies of modern educational thought and effort, and to group isolated facts and practices into an organized unit. None of these endeavors has been more scholarly and will prove more stimulating than that now presented in this book, the latest text of the Beverley Educational Series. It is intended for the use of teachers and other students of education and is adaptable for that purpose at various stages of their advancement. The volume is divided into three principal parts, viz.: the individual process; the social process, and the educational process. The material under each of these divisions bears directly upon the establishment of guiding principles which conform to the truths established by modern science and philosophy. Each chapter and section is prefaced by a brief statement of the essential ideas contained in it. References for extended study and problems for solution are given at the ends of chapters. The value of this text is well summed up by Dr. Frank P. Graves of the University of Pennsylvania, who says: "With the ever-increasing interest in scientific studies of minute problems, the broader and more philosophic view of the field given us by Dr. Coursault is greatly needed as a balance and check."

**School Administration and School Reports**—By Paul H. Hanus, Professor of Education, Harvard University. Houghton Mifflin Company. Pages 200. \$1.75.

It is an event worthy of recordation to receive a new volume of educational essays by the distinguished author of this work. Eleven essays are included in the collection, covering a wide range in the field of school administration and supervision. Professor Hanus has aimed, in his own words, "to help the Superintendent of Schools and other persons who are charged with the responsibility of providing good schools and school systems for the public to formulate and justify their opinions and procedure." The first essay, entitled "The Meaning of Education," outlines the modern conception of education in a democracy. The second essay, "Some Principles of School Administration," furnishes a guide to administrative policy. The third essay deals with school reports, and is an endeavor, first, to show the unsatisfactory character of most school reports as they are, and, second, to suggest definite ways of improving them. The next essay is a formulation of questions fundamental in carrying out efficiency tests in a school system. The suc-

ceeding paper is the report of a study made in the application of the Courtis Arithmetic Tests to employes in business houses. The sixth essay is a study of results of measurement tests in the field of high school Latin. The remaining essays deal with problems of university graduate work, and with an analysis and appraisal of German conceptions of the state and of education in comparison and contrast with American conceptions and practice. This volume presents the ripe conclusions of one of our foremost educational leaders, and has a content of definite value to all engaged in school administration.

**Pride and Prejudice**—By Jane Austen. Edited for school use by Benjamin R. Ward, Westport High School, Kansas City, Missouri. Scott, Foresman & Company. Pages 448.

The Lake English Classics series has recently been enriched by the publication of this exquisite novel of English country life of the eighteenth century. The volume will enlarge the opportunity of the high school youth of today to partake of the joy of becoming vitally acquainted with one of the accepted masterpieces of our literature. The editor has supplied in the introduction a careful, yet readable, study of the author's life and character, the history and subject-matter of her novels and her literary art. Helpful, brief suggestions for organized study are given in the appendix.

**Animal Husbandry**—By John L. Torney, Assistant Professor of Animal Husbandry, University of Wisconsin, and Rolla C. Lawry. American Book Company. Pages 351.

This text is the latest addition to a series of agricultural texts being issued to meet the vocational agricultural requirements and standards of the Smith-Hughes law. Besides supplying informational material, the authors place exceptional stress upon frequent sets of exercises intended to evoke class discussion, and upon extensive lists of home projects designed to reinforce the class study by demonstration and practice on the farm. Well chosen and abundant pictorial illustrations relating to all phases of the live stock industry are a valuable feature of the book.

**Elementary Spanish Reader, New Edition**—By E. Stanley Harrison, Head of the Spanish Department, Commercial High School, Brooklyn, N. Y. Ginn & Co. Price, 72 cents.

The text is for beginning classes in Spanish in secondary schools and colleges. It is composed of twenty-one selections which include folk stories, simple modern Spanish narrative, conundrums, anecdotes and fables. One short tale is by Fernan Caballero, and the six fables

are from Iriarte. The material is all interesting and lends itself readily to translation where desired. All of the selections in this book are in very simple Spanish so that connected reading may be done at an early stage and the student may become familiar with the structure of the Spanish sentence. To furnish a knowledge of useful, everyday Spanish there is constant, but never monotonous, repetition of common words and expressions. All verb forms, whether regular or irregular, are included in the vocabulary as well as all other necessary information for elementary reading. This does away with all need for notes and adds to the general simplicity of the book. This new edition differs from the earlier one in the inclusion of twenty-eight sections of questions in Spanish for conversation and exercises for translation into Spanish. These are based upon the selections in the text. There are five full-page pen-and-ink drawings which add to the attractiveness and the interest of the book.

**Constructive Anatomy**—By George B. Bridgman. The Prang Company. List price, \$7.50; by mail \$7.65.

Art students and art teachers will be interested in the announcement of this new book. The author for many years was instructor in drawing and lecturer on the construction and anatomy of the human figure at the Art Students' League in New York City. The book is probably the most important work on the subject issued in twenty-five years. It is profusely illustrated with hundreds of drawings of every part of the human figure, and showing every imaginable position and motion. The text matter is clear and direct, and the work will be found invaluable as a text for art schools and colleges, or for self instruction in anatomy.

**How to Study Music**—By Charles H. Farnsworth, Associate Professor of Music, Teachers' College, Columbia University. The Macmillan Co. Pages 294.

This book, with an introduction by Dr. Frank M. McMurray, is a notable contribution to the means and methods of music study. Professor Farnsworth has for years been one of the leading exponents of music in the schools and homes. He shows conclusively in this volume "the true relationship between real music and its study. The plan has been adopted of describing the problems of music teaching by means of conversations carried on under the ordinary conditions of every-day life." "The home," says Professor Farnsworth, "is naturally a much more appropriate place for illustrating such a treatment than the artificial limitations of the school room." The book may, therefore, be used as a supplementary reader, the treatment being in story form under such chapter headings as "How to Listen to Music," "How a Child Should Learn to Sing," "How Learn to Play," "How to Enjoy Classical as Well as Modern Music," "How to Select Music," and the like. There is a selected list of records for use in the home and school, not only for young children, but for more advanced students.

**Government and Politics of France**—By Edward McChesney Sait, Professor of Political Science, University of California. World Book Company. Pages 480. Price, \$2.60.

This is the most recent book in the series of Government Hand Books, edited by President Barrows and Professor Thomas H. Reed of the University of California. The book is intended for college use and is a most successful attempt to describe the structure and practical working of the French Government, thus bringing to those who do not have access to treatises in French an authoritative discussion. The book is brought down to date, the author having made full use of the most recent material appearing in France. In addition to chapters on constitutional and legal phases, the political development of the country is given treatment. Say the editors: "The author has sought to express himself simply and directly, without going afield, and without obtruding unnecessarily his personal views. Those who wish to understand the actual conditions under which the Government of France operates, the functioning of the political and administrative machinery of the present day, will find in this volume full satisfaction." The style is clear, the treatment scientific and authoritative, being withal highly interesting.

**Elementary Machine Shop Practice**—By T. J. Palmateer, Instructor in Machine Shop Practice, Stanford University. The Manual Arts Press. Pages 123. Price, \$1.50.

**Elementary Forge Practice**—By Robert H. Harcourt, Instructor in Forge Practice, Stanford University. The Manual Arts Press. Pages 154. Price, \$1.50.

These two books are revisions of earlier editions which were reviewed in these pages. The success of the original editions has made advisable the issuance of the revisions. The authors have had large practical experience in dealings with the problems of the shop, and they approach their subjects in light of accepted practices. The fact that the books have been in use for some time has made possible decided improvements on the basis of suggestions and criticisms. The lack of books treating in a satisfactory manner the elementary phases of machine shop and forge work gives to the volumes under review added value. The discussions throughout are terse and distinct, the cuts and illustrations clear and readable and the subject matter well chosen. These books should have a wide use.

**Ohio is laying plans for twelve months of schooling.** Under the plan there will be nine or ten months of the formal indoor, theoretical work and two or three months of outdoor practical work. The first step was taken by a committee of schoolmen in deciding to try out a plan of a half-day of school and a half-day of work for six weeks this fall and six weeks next spring in centralized schools of several counties. If it proves successful the readjustment will be made in rural schools in other counties.



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#### Old Rounds:

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## NOTES AND COMMENT



An astonishing revelation of the extent to which the burden of war expenditures is resting upon the people of the United States, even during the peace year of 1920, is afforded by an analysis of government expenditures made by Dr. E. B. Rosa, of the U. S. Bureau of Standards, in an address before the Washington Academy of Sciences on "The economic importance of the scientific work of the government," and now published as a pamphlet by the Academy. Dr. Rosa's analysis of the distribution of government appropriations for the fiscal year ending June 30, 1920, shows the following startling facts: Expenditures arising from recent and previous wars, 67.81 per cent; War and Navy departments, current, 25.02 per cent; Primary government functions, 3.19 per cent; Public works, 2.97 per cent; Research, education and development, 1.01 per cent.

Many school surveys are being planned for 1921. The Board of Education of Baltimore has appropriated \$25,000 for a survey with Dr. George Strayer of Columbia University in charge. A complete survey will be made of the Kentucky schools, with a full year given to the work. A Citizens' Committee of Wilmington, Del., has recommended a survey. The findings will be used as the basis for a call for a \$2,000,000 bond issue.

An important service to the school people of the state was rendered during the recent campaign by Superintendent Will C. Wood, in the publication and distribution of a teachers' leaflet dealing with "The Study and Investigation of Constitutional Amendments and Other Propositions," submitted to the people at the general election. The leaflet contained an introductory lesson, questions and exercises and topics for discussion. In accordance with provisions of law, Superintendent Wood prepared this material and urged teachers "to study and discuss with all pupils, but with high school and upper classes especially, such propositions to be voted upon at the forthcoming election as in their judgment can be presented to pupils advantageously."

The City of Santa Barbara recently voted for two modern elementary school buildings. The bonds have just been sold at a premium of \$16,000. The Santa Barbara City Teachers' Club with the co-operation of Superintendent Paul E. Stewart, is just completing a campaign of education among the city teachers concerning the advantages to teachers and to education in general of united effort for the C. T. A. and the N. E. A. There has been a very active and friendly rivalry among the various schools as to which would be the first to secure a 100 per cent membership in both the state and national organizations. All are exceedingly pleased to

be able to report that Santa Barbara teachers are now 100 per cent in membership in the California Teachers' Association and the National Education Association. Attention is now focusing upon a county organization in Santa Barbara County. County Superintendent Arthur S. Pope has arranged to give the teachers an afternoon of the Institute for an organization meeting.

Under the guidance of Miss Harriet S. Lee, County Superintendent of Schools, the Yolo County Teachers' Institute held an unusually interesting session at Woodland on November 22nd, 23rd and 24th. Among the instructors on the program were the following: A. C. Olney, Commissioner of Secondary Schools; George Hjelte, Assistant State Superintendent of Physical Education; Miss Pauline Hodgson, Physical Education Instructor in Woodland schools; Miss Dorothy Thomas, Supervisor of Musical Instruction in Woodland schools; Sam H. Cohn, Statistician in the office of Superintendent of Public Instruction; Mrs. Elizabeth Burrows, Woodland; Roy W. Cloud, County Superintendent of Schools, San Mateo County; Miss Eleanor Hitt, Yolo County Librarian; Harvey Eby, University

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of California; Mrs. Leander Turney, Secretary of the Yolo Red Cross Chapter; Will C. Wood, Superintendent of Public Instruction; C. D. Miel, Assistant Director of the Government Savings Organization.

**Henry Ford certainly "knows how."** The announcement that he had established a "Ford Educational Library" to provide real educational films has made a distinct "hit" in the school world. The Motion Picture Laboratories in Detroit will soon have ready the first four subjects covering geography (both regional and industrial), history, agriculture and civics. A synopsis goes with each film, fully explaining its use. Films may be kept a week. As the films are produced without thought of profit, the cost to the school is small. Read the "Ford Library" story on page 612. The information given is of real value.

The annual meeting of the school trustees of Glenn County was held at Willows on November 13th. In the forenoon an illustrated talk on "Consolidated Schools" was given by George Schultzberg, formerly County Superintendent of Schools of Monterey County. In the afternoon the institute feature was an address on "The Relation of Trustees to the Teacher," by Sam H. Cohn, Statistician in the office of the Superintendent of Public Instruction. A resolution was unanimously passed by the trustees recommending that the County Superintendent of Schools, S. M. Chaney, be given an increase in salary.

The *Bulletin* of the San Francisco Grade Teachers' Association, published monthly, is a worth while publication for grade teachers anywhere. It is well edited by Louise McDermott. The November number lists eighteen different functions for the month. An article by Miss Mary F. Mooney on "Present-Day Problems of the Elementary Teacher" is both timely and sensible.

Schools interested in civics instruction for elementary classes will find valuable material and helpful suggestion in the September School Life, published by the Bureau of Education.

The "Egg Page" on the inside front cover will appeal both to the home and to domestic science supervisors. As the page well says, the egg as a breakfast food is second only to the "toothsome flapjack." The recipes must be tried to be appreciated.

Construction on the new Chico High School Building is progressing rapidly. While the original bond issue is not sufficient for the completion of the plant, steps are now being taken for the raising of further money to be devoted to such purpose. Within recent months, the Districts of York, McKay and Paradise have been annexed to the Chico School District. The Board of Education is now completing a \$30,000 plant which occupies a ten-acre site midway between the old Paradise and the old McKay schoolhouses, and which will

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house both schools, and in the immediate future may include the first two years of high school. This new building will be dedicated on December 11, 1920, with State Superintendent Will C. Wood as the principal speaker.

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Through the efforts of H. N. Alleman, Director of the Mechanics Arts Department of the Santa Ana Polytechnic High School, an organization of the high school shop teachers of Orange County has been effected. It is the intention that these teachers shall meet once a quarter to discuss shop questions and exchange ideas and systems found effective in their work. The Santa Ana City Teachers' League plans to undertake this year to bring about a county organization of teachers along the lines advocated by the N. E. A. and C. T. A.

The university division of agricultural engineering conducted a gas tractor short course at Lodi Union High School on November 15-20th. The course is part of a general plan to help users of tractors in more efficient operation by bringing instruction within their easy reach. The practice work included magneto timing, ignition, trouble finding, carburetor adjustment, valve timing, scraping bearings, motor repairing and the inspection and operation of ten different types of tractors. Motion picture demonstrations of tractor construction and general agricultural lectures supplemented the practice work. The course was directed by Professor L. J. Fletcher.

Sam H. Cohn, Statistician in the office of the Superintendent of Public Instruction, has the happy faculty of making statistics "talk" in his institute work. He brings to this work a rich experience from the schools of Alameda and Stockton.

In this day of inventors and invention, it is possible to secure a fireproof school building down to the details that are often forgotten until the fire breaks out. The hollow metal doors, frames, window sashes, smoke screens, chair rail and picture and baseboard mouldings, made by the Dahlstrom Metallic Door Company, are the "last word" in fireproof construction for school buildings. Besides being fireproof, they are attractive in appearance. As metal work is permanent construction, it will practically eliminate repair and refurnishing bills. A copy of "Safety First for Schools" will be sent on request by the Dahlstrom Metallic Door Company, 420 Buffalo street, Jamestown, N. Y.

The Institute arranged by Miss Lizzie Vagedes for Sutter County proved to be decidedly helpful to the teachers of her county. It was held in Yuba City on November 8th, 9th and 10th.

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The principal instructors were: Roy W. Cloud, County Superintendent of Schools, San Mateo County; Miss Louisa Spencer, Penmanship Supervisor and Lecturer; George Hjelte, Assistant State Supervisor of Physical Education; Miss Norma Petro Harter, Supervisor of Music, Sutter County; Miss Grace Fernald, Author New State Series Speller; W. M. Proctor, Department of Education, Leland Stanford University; R. A. Peterson, Department of Education, University of California; C. M. Osenbaugh, President, Chico State Normal School; F. L. Kleeberger, Professor of Physical Education for Men, University of California; Harvey V. Miller, Sacramento.

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In the introduction, and breeding and rearing and marketing of reindeer, Alaska has a distinctly educational problem. Of the 1280 animals imported in the decade before 1900, increased now to 150,000, two-thirds are owned by natives, and represent values of \$2,500,000. The interest constitutes vocational and industrial education of the best kind. Permanent life interests are cultivated, settled habits develop, economic independence and co-operation are stimulated, and education of the school kind, also, encouraged.

The youngest high school in California is the Piedmont High School. The voters of the city of Piedmont voted to organize a high school district co-terminous with the city on January 6, 1920, and on March 25th voted more than 3 to 1 in favor of the issuance of \$250,000 worth of bonds to buy a site and build a high school building. After careful negotiation, the Board of High School Trustees received an offer of 27½ acres of land in the old Piedmont Springs Park, for the sum of \$75,000. The price was so reasonable, and available land was so scarce, that a consultation was held with the City Trustees, and as a result, the entire 27½ acres were purchased and divided as follows: Two acres bought by the Elementary School Board as a site for a future elementary school, 11½ acres bought by the High School Board as a site for Piedmont High School and athletic grounds, and the remainder by the city of Piedmont as a public park. This virtually means that the Piedmont High School will be situated on a 25-acre site, overlooking Lake Merritt and the center of Oakland, and San Francisco Bay. The building will be placed on an elevation of 293 feet above the sea level, with a more magnificent outlook than probably any other school building in the state. At this time the plans for the new building are practically complete. There are ten class rooms of the usual type and ten special rooms. The aim of

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**Authors**—Every professor engaged in this work is distinguished in his own particular subject. They come from the University of Wisconsin; University of Minnesota; School of Education of Cleveland Public Schools; and Iowa College of Agriculture and Mechanical Arts. Other Universities, Schools and Colleges are from time to time to be drawn on.

**First Four Subjects**—The first four subjects cover—Geography, both "Regional" and "Industrial"; History; Agriculture; and Civics. Choice of these films may be made to fit a Teacher's subjects and schedules; and a film may be kept an entire week. A Synopsis goes with each film, fully explaining its use. When a Teacher has run a couple of films she has become an expert in visual education.

**To Teachers**—How often does a history Teacher long to take her class over the route of Paul Revere's ride from Cambridge to Concord and Lexington! It is the ride of a lifetime today. "Ford Library" lets you and your pupils *take that ride* with its thrills! No one who has thus taken it can ever forget the sights and the history which startle one as he visually rides on that road!

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**Ford Educational Library**—"Ford Educational Library" has been chosen as the name for these films. Henry Ford's program and plans for this work are far-reaching. It is, however, even now easy to see that "Ford Library" will furnish the Teacher the maximum of interest and instruction which brains and skill can produce and money can buy. The subscription price, however, is to be kept incredibly low. Every Superintendent, Principal and Teacher in America owes it to himself and his profession to address us for full information on the coupon below. Every school should on learning the facts promptly become a subscriber to "Ford Library," which, may we say, is produced without thought of profit.

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Say you saw it in the Sierra Educational News

the school will be largely the preparatory training of professional people and business leaders. Between 90 and 95 per cent of the graduates of Piedmont elementary schools have gone to the University. It will perhaps be the unique feature of the school that it departs from the two present trends in high school organization, namely, toward the cosmopolitan type and toward the vocational type, to be largely a college preparatory school. In organization, it is both a junior and senior school combined under one roof. The function of the junior division, however, will be to try out the pupil in many lines of work with a view of discovering his special abilities. For this reason, required work in music, shop work and home economics is conducted through the ninth year. As early as the seventh year, however, the student may elect instrumental music, French or science. The senior division as planned, will be organized not by departments, but by major groups. For example, the preparatory engineering group will embrace the work in mechanical drawing, physics and the mathematics major, and until the school becomes too large, these subjects will all be taught by the same man, and it is hoped always to be under the supervision of one head. It is planned also to have an arts group, a pre-medical group and other groups as needs arise. Such an arrangement should keep the teachers' minds focused upon the student and his future work rather than upon the subject matter of the curriculum.

**The Miessner is the one piano** made especially to meet the needs of the schools. A liberal discount is being given to the schools, and the management is so confident that the piano will meet with approval, that they are willing to ship it to any school on 10 days' trial. Some interesting details are given on page 616. The Fresno State Normal School has been using a Miessner for two years with satisfactory results.

**The American Crayon Company** makes the announcement that it has opened an eastern office at the Bush Terminal Sales Building, 130 West 42nd street, with F. Edward Kaula as eastern and southern manager of the educational department. Mr. Kaula was formerly connected with the World Book Company.

**With the opening of the fall term**, the high school girls of Knoxville, Tenn., appeared in uniform dress attire. The costume consists of wool blue serge middy suit, with brown or black low-heeled shoes and hose to match. For spring and fall wear, it is provided that white or khaki middy blouses may be worn with the serge skirt. The costumes were selected by a committee of the local parent-teachers' association from specifications adopted by the board.

**Banking machines have been installed** in the public schools of Oak Park, Ill., to encourage thrift among the pupils.

## FIREPROOF OR FIRE TRAP?

**N**O matter what precautions are taken sometime or other there may be a fire in one of your schools.

**A**LL latest fire prevention methods may be used, but the paper, desks, chairs and other materials required in school work cannot be fireproof.

**T**HEN too, there are several other articles that could be fireproof which are often overlooked.

**I**N view of this and the numerous fires that are occurring in schools every day, there seems to be only one course to take—build schools that ARE fireproof. First, the floors, walls and ceilings. Then the doors, frames, window sashes, smoke screens, blackboard, chair rail, picture and baseboard mouldings that are so often wood just because we think they would burn with everything fireproof.

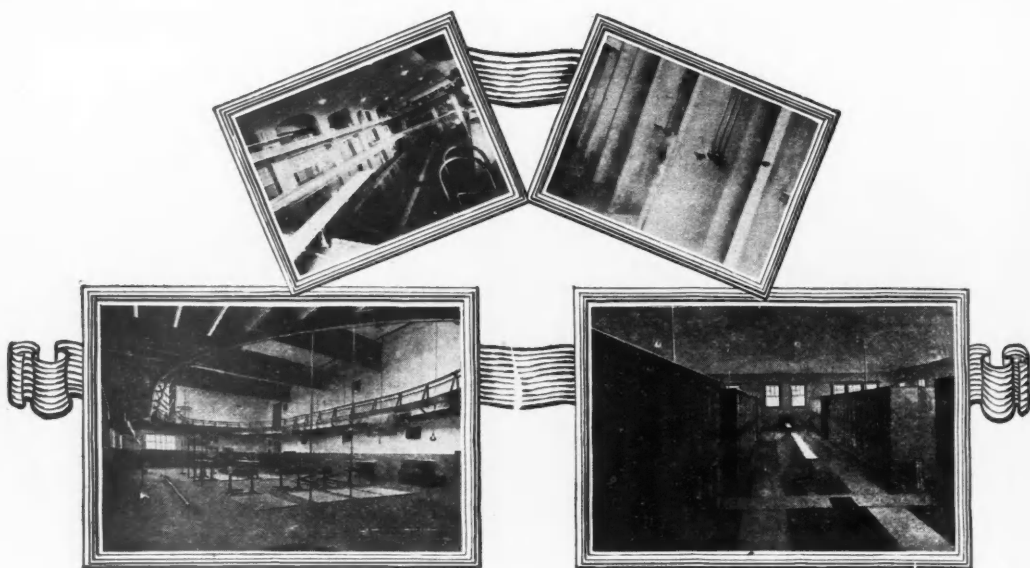
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# MEDART

Say you saw it in the Sierra Educational News



Teachers' salaries in Illinois have increased 45 per cent since 1913, and school janitors' salaries have increased 63 per cent, according to statistics compiled by the State Superintendent of Public Instruction. The average salary of a man teacher is now \$1163 and of a woman teacher \$801.

Of 6445 schools in France destroyed by the war, 5345 are reported as re-established in some form. In most instances, the buildings are cheap and temporary, but the important fact is that the children are in school.

The page in this issue concerning "Type Composition, the Great English Teacher," is most suggestive. By writing to F. K. Phillips, Manager, Educational Department, American Type Founders Company, Jersey City, New Jersey, you will get some worth while information.

More than 200,000 students in the United States are studying Spanish, which must in time conduce to an appreciation of Spanish literature and culture.

Bradford, England, is trying the experiment of maintaining a residential school under the control of the School Board. It is chiefly supported by fees.

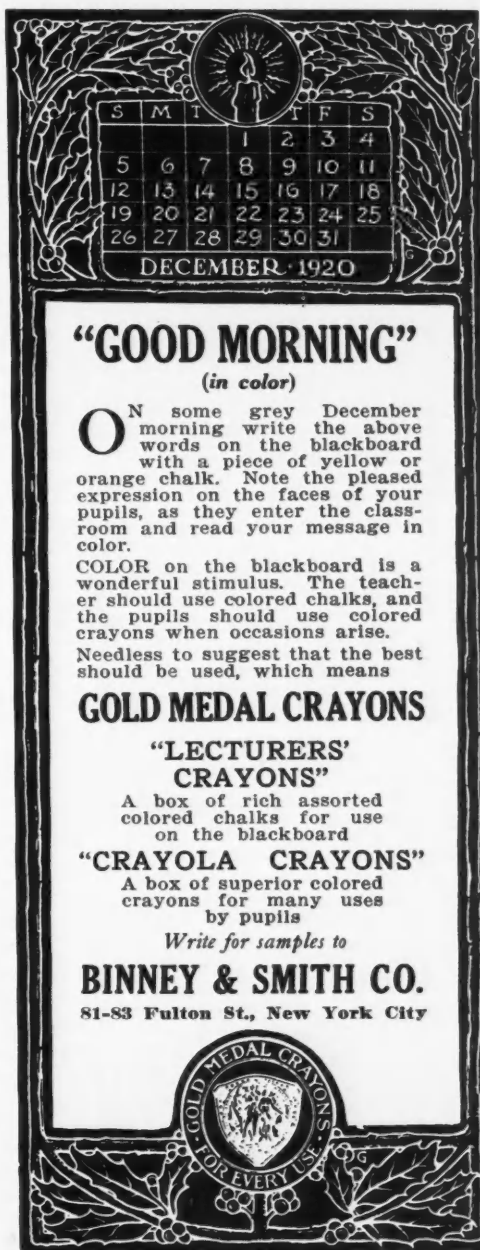
Among Southern states, Mississippi is making noticeable progress. Four hundred consolidated schools reach nearly every county. Ninety-eight districts provide homes for teachers.

On November 16th Yuba City, by a vote of 240 to 22, carried a \$56,000 bond issue to provide funds for a much-needed new grammar school building. The new building will be modern in every respect and will contain special rooms for laboratories, a gymnasium and a farm shop.

The following quotation from the October issue of the American Mathematical Monthly is of interest to the hundreds of teachers using the Hawkes, Luby & Touton Algebras: "At the last Yale commencement in conferring the degree of Master of Arts on Dean Hawkes of Columbia University, President Hadley said: 'Herbert Edwin Hawkes, B. A. Yale 1896, Ph. D. 1900; like many of his classmates, Dr. Hawkes became a member of the Yale Faculty, and taught mathematics for twelve years. In 1910 he was called to Columbia as professor; he was such a conspicuous success in administration that he was made Dean of the College. He is the author of books in his chosen field but his chief distinction is as a worker of miracles—he has made hundreds of young men love mathematics. Perhaps they would not love mathematics so much if they did not love him even more. A living force in education.'"

San Bernardino City is just completing the last of four new school buildings erected during 1920. All are of Mission style, reinforced concrete with the latest improvements and conveniences.

## GOLD MEDAL CRAYONS



S	M	T		W	T	F	S
				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

DECEMBER 1920

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(in color)

ON some grey December morning write the above words on the blackboard with a piece of yellow or orange chalk. Note the pleased expression on the faces of your pupils, as they enter the classroom and read your message in color.

COLOR on the blackboard is a wonderful stimulus. The teacher should use colored chalks, and the pupils should use colored crayons when occasions arise.

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A child's right is this: Schooling which spurs the mind and stimulates desire to learn; instruction which rests upon that all-important factor—the teacher's personality!

After all, there is nothing about the highly polished case of a large upright piano to inspire a class of children. Close, personal contact between teacher and class is not only to be desired—it is **necessary** to any program of progress.

Then, why deny a child efficient music instruction when a small piano would multiply your teaching powers—would give every pupil an enthusiasm which would treble the profit of the music hour?

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"The Little Piano with the Big Tone"

This marvelous instrument puts new life into school music! You move the MIESSNER right out in front of the class. As you play you face every pupil in the room. There's **spirit** in every song, for the children follow your lead—catch your enthusiasm.

Besides, piano accompaniment for every room is possible when the MIESSNER is used. Two boys can easily move it from room to room; two men can carry it from floor to floor.

### 10 Days' Free Trial—Reduced Price to Schools

MIESSNER quality is high—its tone, construction and finish compare with the best known grand pianos on the market. There are three strings for each treble note. Bass strings are copper wound. Keyboard is full seven octaves; keys full size. Yet, with all its exclusive constructional features and advantages, this marvelous piano **costs even less than the ordinary upright and can be tried in your own school for 10 days—FREE.**

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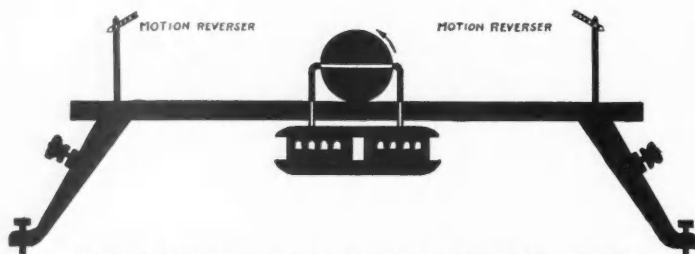
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(Patent Applied For)

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This simple but highly spectacular demonstration apparatus has aroused more wonder than any other scientific instrument of the age, as the world's greatest scientists have regarded this as impossible.

Demonstrates simple principles in physics in an interesting and forceful manner that students can easily grasp but never forget.

Simple Working Model \$9.85

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# WHAT MAKES IT GO?

Say you saw it in the Sierra Educational News

**Recent reports** show that the summer schools of the recent season enrolled something more than 200,000 students.

The **Winter session** of the Riverside Library Service School will open in Riverside on January 3rd next and close on March 18th. The Riverside Library School, under the inspiring guidance of Librarian J. F. Daniels is giving a real service to the libraries of California and of the Pacific Coast.

**Industrial supervision** and employment management will be taught at Bryn Mawr College in a course recently endowed. College graduates only are eligible.

At least **6400 schools in the United States** are equipped with machines for projecting motion pictures. About 3720 of these are elementary schools and 2680 are high schools, normal schools and colleges. This estimate is based on a recent investigation by the Bureau of Education, which covered 5500 elementary schools and 4500 institutions of higher grade.

**Santa Cruz County** has two teacherages. They have solved the boarding problem in those particular districts.

The **Merced County Institute** was held in Merced on November 8th, 9th and 10th. Mrs. Belle Gribi, County Superintendent of Schools, had prepared an unusually attractive program. The institute instructors were:

Mrs. Elizabeth Hughes, Chairman Committee on Education, California Legislature; Miss Ella Bates, Merced County Public Health Nurse; Miss Frances Wright, Southern Branch, University of California; R. J. Teall, Membership Secretary of Central California Teachers' Association; Sam H. Cohn, Statistician, Office State Superintendent of Schools; Miss Mary Concannon, Acting Director, Pacific Division Junior Red Cross; Miss Winifred Bigley, County Librarian; C. D. Miell, Treasury Department, Twelfth Federal Reserve District; W. T. Walton, Principal, Los Banos High School; Miss Clara D. Sievert, Dental Nurse for Merced County; Perry H. Benson, Principal, Le Grand High School; Edgar Dawson, University of California; Mrs. Hugh M. Bradford, Vice-President, California Congress of Mothers and Parent-Teacher Associations; John V. Bacigalupi, Director School Savings; Dr. Anne Nicholson, Chairman, Foreign Club Department, San Francisco Federation.

**Oklahoma is seeking to determine**, through a state-wide contest, which city in the state is the best place in which to bring up children. Prof. William A. McKeever of the University of Kansas, assisted by Dean W. W. Phalen of Oklahoma University and R. H. Wilson, Superintendent of Public Instruction of Oklahoma, is in charge of the contest. The Rotarians of Swannee have offered a cash prize of \$2500 to the winner of the contest, which will continue until November, 1921. The score

## School Drawing Pencils

When the drawing pencil for the art or manual training classes must be of the finest quality but at a low cost, any one of the following pencils will satisfy the most critical school board.

- 481 Mongol, 10 degrees from 2B to 6H.
- 6379 Black Knight, Heavy Lead.
- 460 Polygrade, 7 degrees from 2B to 4H.
- 310 School, 3 degrees, B, HB and H.

### Educational Booklet

—"How Pencils Are Made" contains a short history of the pencil and explains many technical points. Sent upon request addressed to 37 Greenpoint Ave., Brooklyn, N. Y.

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Spring Term Opens January 3, 1921

WRITE FOR ILLUSTRATED CATALOG

Say you saw it in the Sierra Educational News



card for contesting cities covers (1) play, (2) industry, (3) schools, (4) health, (5) scoutcraft, (6) moral safeguards, (7) sociability, (8) religion, (9) service, (10) housing. If any reader wants to know what makes for ideal modern community conditions for children and young people or to check up his own city by this standard, he should write to Professor McKeever for a copy of this unique score card.

**Thomas F. Hunt**, Dean of the College of Agriculture, University of California, has been appointed by President Wilson as a member of the permanent committee of the International Institute of Agriculture at Rome, Italy.

It is claimed that **Los Angeles** leads the cities of the United States in the important movement for the training of mothers. It maintains a Mothers' Educational Center. It was an outgrowth of the nation-wide "Baby Week" inaugurated about four years ago by the general government. Thousands of mothers, both American and foreign born, use its privileges.

**Mississippi** has 470 consolidated schools and 98 homes for teachers, according to a bulletin prepared by J. T. Calhoun, State rural-school supervisor, and issued by the State department of education.

While **University of California** officials have not admitted the defeat of Amendment 12 and are awaiting official returns, Will C. Wood, Superintendent of Public Instruction, has taken the loss of the college measure for granted and has issued a statement in which he declared that no tuition fee could be charged and that a plan for refinancing the state institution must be forthcoming. The following from Mr. Wood's statement will be of special interest: "There should be no talk about charging tuition for California students. As a matter of fact, it is impossible for the regents to levy a tuition fee. It is probable, however, that if the regents feel it necessary they might limit the attendance from each county. The university will not suffer from lack of funds on account of the defeat of Amendment 12. However, it will now be necessary for the university authorities to begin consideration of the problem of financing the university through the legislature and the board of control."

**Exchange of university students** between Belgium and the United States has recently become effective with the admission of 24 Belgian students to American universities and of 22 Americans to Belgian universities. The 22 Americans will study at the four Belgian universities and the School of Mines. The Belgian students are assigned to the Massachusetts Institute of Technology and to the following universities: Columbia, Harvard, Yale, Princeton, Cornell, Johns Hopkins, Pennsylvania, Chicago, California and Leland Stanford.

### Every Library of Home Economics is Complete When it Contains the List of Texts Below:

Clothing for Women—Baldt.....	\$2.50
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Color Schemes for the Home and Model Interior—Frohne-Jackson.....	4.50

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LOS ANGELES

Say you saw it in the Sierra Educational News

The San Joaquin County Institute was held in Stockton on November 22nd, 23rd and 24th. John Anderson, County Superintendent of Schools and Ansel S. Williams, Superintendent of the Stockton Schools had arranged a splendid program. A feature of the Institute was the music directed by Miss Emily M. Dodge, Supervisor of Music in the Stockton schools. Among the speakers were Dr. Aurelia Reinhardt, President of Mills College; Dr. George M. Stratton of the University of California; Dr. Genevieve Apgar of Stanford University; Dr. Charles E. Rugh of the University of California; A. C. Olney, State Commissioner of Secondary Schools; Prof. Thomas H. Reed of the University of California; John G. Iliff, Stockton High School; Mrs. W. H. Marston, parent-teachers' club worker of Berkeley; O. H. Eccleston of the Holt Manufacturing Company; Earl Barnhart of the University of California; J. C. Beswick, Supervisor of Trade and Industrial Instruction, and Dr. Edwin R. Snyder, Commissioner of Industrial and Vocational Education.

Supt. W. J. Cagney of San Benito County plans to arouse such interest in modern school buildings in his county that in the near future there will be an up-to-date building in each district.

The research staff of Whittier State School has completed recently a five-day survey of pupils of the fifth, sixth, seventh and eighth grades in the Bakersfield schools. The results are presented in a monograph published by the Whittier School. The data was obtained chiefly through tests—physical, mental, and educational—and teachers' reports. The investigation produced valuable information in relation to age and grade distribution, to progress in arithmetic, geography, handwriting and spelling and to intelligence ratings. As to age-grade distribution, the figures show that 32.1 per cent are accelerated; 33.8 per cent are "at age"; and 34.1 per cent are retarded. Regarding retardation the investigators say: "The amount of retardation is near the average for American cities several years ago." However, they declare: "Such repetition and lagging behind are costly to the school system. . . . Not alone because of the expense involved, but because of the effect upon the efficiency of both teachers and pupils, the problem of retardation should be made one of special concern." The arithmetic and handwriting tests showed Bakersfield to be below the standard scores. The geography tests (using an experimental scale) and the spelling tests gave a favorable comparison with other cities. The intelligence tests indicated that children of superior intelligence constituted about five per cent, and mentally defective children about two per cent, of the enrollment. Measurements of height showed Bakersfield pupils to be slightly taller, age for age, than Chicago children. Tests of vision developed the fact that fourteen per cent of the pupils have defective eyesight. The teachers reported seven and a half per cent of the pupils to be "troublesome." On this point the surveyors

## To All Good Teachers

—a most joyous  
Christmas

and

—a New Year  
filled with real  
happiness



**The Myself-Rollins Bank Note Co.**

*Makers of Bank Stock School Stationery*

**San Francisco**

Say you saw it in the Sierra Educational News

## Some Comment on Registration Bureau

The Registration Bureau of the California Teachers' Association has been in existence for nearly a year. It has fully justified its work in the service of the teachers of the State. Teachers generally have realized that the Bureau is their organization and is conducted in their interest and without profit.

Here are extracts from a few letters from dozens received that show how the work of the Bureau is appreciated:

I have just received telegraphic notification of my election as Principal of the Clear Lake Union High School at Lakeport, Calif. I am accepting this position. . . . I appreciate the work that you have done for me, and am glad that this position was secured through the Registration Bureau.

WILLIAM R. McNAIR.

I wish to thank you for the interest taken in our school. Your Bureau has certainly done a good work in placing teachers and helping principals.

RICHARD A. LEE,

Prin. Lincoln Union High School,  
Lincoln, Calif.

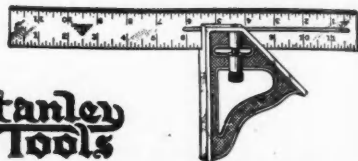
My experience with the Bureau has been very satisfactory, whether I appeared in person or made my wants known by letter. You have always been smiling, prompt and courteous and willing to hunt up any information desired. You will recall that I secured three teachers from you this year and the trustees of the grammar school got their supervising principal through your office.

JACOB L. NEIGHBOR,  
Hanford, Calif.

I heartily approve of the Registration Bureau of the California Teachers' Association. The Bureau was conducted in a most satisfactory manner this year and I found it of great help in the selection of my teachers.

O. H. McCORD,  
Principal, Templeton Union High School.

School officials with vacancies to fill or teachers desiring positions should at once write, phone, or seek personal conference with Teachers' Registration Bureau, California Teachers' Association, C. M. Rogers, Manager, Rooms 7 and 8, Wright Building, 2161 Shattuck Avenue, Berkeley. Phone, Berkeley 1689. Or address: California Teachers' Association, Flood Building, San Francisco.



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The Blade is adjustable and as it can be reversed, provides any size of try or mitre square within the capacity of the tool. In reversing it is not necessary to remove the blade from the handle, consequently the tool is always assembled and ready for use.

The edges of the Blade are machined, graduated in 8ths, 16ths and 32nds of inches, and the tool is square inside and out.

The entire tool is nickel-plated. Made in three sizes—6 inch, 9 inch or 12 inch Blades.

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are found in practically all modern shop equipments—both industrial and manual training.

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The Saw in History  
Handbook on Saws  
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state: "The problem is mainly one of continuous supervision, combined with vocational guidance and the removal of temptations. The 24-hour plan advocated by Superintendent Nelles (of Whittier State School) is intended to provide for the education and training of children whose needs in these respects are not otherwise met."

The program for the Kern County Institute, arranged by L. E. Chenoweth, County Superintendent of Schools, and held in Bakersfield on November 22nd, 23rd and 24th, was decidedly helpful to the teaching force. Besides the general sessions, the teachers met in sections to consider the problems of the high school, the kindergarten, primary and elementary schools, penmanship, English, industrial art, domestic science, manual training, music, dramatics, physical education, art, science, Americanization, history, geography, mathematics and commercial work. The following were the instructors: Hon. Will C. Wood, Superintendent of Public Instruction; Dr. W. W. Kemp, President San Jose State Normal; Dr. Herbert R. Stolz, Assistant State Supervisor of Physical Education; Mrs. Grace C. Stanley, Superintendent San Bernardino County Schools; Francis M. Fultz, University of California Extension; William H. Hanlon, Superintendent Contra Costa County Schools; Miss Louisa M. Spencer; Rhythmical Penmanship School; Robert L. Bird, President Central Coast California Teachers' Association; Miss Ethel Richardson, Assistant Supt. of Public Instruction; C. L. Miel, Assistant Director Government Savings Organization.

The Ford Motor Company has announced the establishment of an educational department, to be known as the Ford Technical Institute, with university rank, which will grant degrees in mechanical, electrical and chemical engineering. Complete courses will be made available to the more than seventy-five thousand employees of the Ford Company without charge. An academic department will be established and complete laboratories provided.

The Board of Education of Cleveland has issued a very attractive pamphlet labeled "Getting Out the High School Paper." The publication describes and illustrates by many reproductions a method employed in the senior and junior high schools of that city to vitalize the work in English. The idea back of the method is thus set forth: "The schools of Cleveland, in common with those of a few other large cities of the Middle West and West, have come to recognize during the past few years that getting out a school newspaper is a great educational opportunity." In the East Technical High School a course in news writing, with city newspapers as texts, has been worked out which has as its motive the publication of the school paper. All of the machinery of a real newspaper is used—an editor, sport editor, staff of reporters, etc. The reporters are assigned definite "beats" or routes. The results, from the standpoint of English teaching alone, are declared to be exceptionally good.

#### NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Monday and Tuesday, December 20th and 21st, 1920. Successful candidates under contract elsewhere will not be required to accept appointment in this Department until August 1, 1921.

For further information apply to Secretary Board of Education, City Hall, San Francisco.

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**Six Short Course Schools** in Vitalized Agriculture are being held by State Superintendent Fred Shaw of South Dakota, assisted by the Agricultural Extension Department, International Harvester Company. Schools of this kind have been held in Missouri, Oklahoma and Utah, and have attracted wide attention among educators.

**A Merced County Teachers' Association** has been organized with the following officers: J. A. Joyce, President; Miss Margaret Sheehy, Vice-President; C. S. Clark, Secretary. The teachers of Merced County will join the California Teachers' Association 100 per cent strong before the close of the year. During one afternoon at the Institute, one hundred memberships were issued and the work only stopped when the membership receipts gave out.

**A very significant study** of urban national school conditions has been issued in the form of a bulletin entitled "Know and Help Your Schools," by the National Committee for Chamber of Commerce Co-operation with the Public

Schools. This committee, which is headed by Dr. George D. Strayer of Teachers' College, Columbia University, includes thirty-three secretaries of chambers of commerce and thirty-one superintendents of schools, representing in all sixty different cities. The American City Bureau is directing the national survey and educational campaign planned by the Committee. Inquiry Number One—the bulletin under consideration—is the first of a series of three contemplated separate inquiries undertaken for the purpose of analyzing the present school situation, determining the facts and organizing community forces to secure an intelligent and adequate support for a program of public school improvement. The report tabulates the returns from three hundred and fifty-nine cities representative of every section of the country and every size of city, with respect to salaries, training and experience of teachers. By means of tables and graphs, the relative positions of the large number of cities contributing are set forth, and the standing of any individual city may readily be determined in comparison with cities of similar size in the same section of the country.

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## The Teacher Honored

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## Real Problems in Natural Settings

## Reports on Teacher Training

## Annual Convention of Southern Section

## Notes from Everywhere

## *An Egg Page*

*Chicago, December 1, 1920.*

To the Domestic Science Teachers of the Nation:

As a breakfast food, the egg is second only to the "toothsome flapjack." For the sick room, as a body builder, it is indispensable. It is easily and quickly prepared and is rich in Calories. Here are a few "Reliable Recipes" that will prove satisfying to the n-th degree:

### **Omelet**

Four eggs, whites and yolks beaten separately, 2 tablespoons milk, 1 teaspoon corn-starch or flour dissolved in milk, season with salt and pepper; turn into buttered frying pan. When browned on the underside, place a plate over the pan; turn the omelet out and fold.

### **Poached Eggs**

Carefully break one egg at a time into a frying pan partly filled with salted water nearly boiling hot; baste with water until white is firm; serve boiling hot. Milk may be used instead of water.

### **Baked Eggs**

Carefully break eggs in granite pie pan, buttered. Add salt, pepper and bits of butter; bake until white is set.

### **Eggs in Tomatoes**

Select tomatoes that are ripe but firm. Plunge them in boiling water for a minute and remove the skins. Cut out the hard stem ends, making in each a hollow large enough to hold a broken egg. Into each of the hollows drop a fresh egg without breaking the yolk, season with butter, pepper and salt and bake in a moderate oven, until tomatoes are tender and eggs are set. Serve on rounds of buttered toast with a cream sauce.

### **Scrambled Eggs**

Beat the eggs with 1 tablespoon milk for each egg; season with salt and pepper; melt 1 tablespoon butter in frying pan, turn eggs in and stir constantly until a light yellow mass.

### **Scalloped Eggs**

Slice 6 hard boiled eggs thin, place a layer of cracker crumbs in a basin, then a layer of eggs, put salt, pepper and butter on each layer, put these in alternately and moisten with milk, place in oven and when it is well browned serve warm.

### **Eggs a la Suisse**

Take a shallow baking dish and put 2 large tablespoons of butter in a little bit of milk, then layer of grated cheese, break a number of eggs carefully and put them in the dish, being careful to keep them separate, season with salt and pepper, sprinkle cheese on top, put in the oven and as soon as the cheese is brown, serve.

Cordially,

***Calumet Baking Powder Company***

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***Chicago, Illinois***



